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Child, and How to Study it. Such a book could not have been written ten years ago; there was no material of which to make it. And even if written, it would not have been read; there was no interest in the subject.

This book *will* be read; yet one who has kept in touch even superficially with what is being discussed in the current educational magazine, especially in the *Pedagogical Seminary*, gets from it not a single new idea.

This does not mean that the book is not full of thought, and of good thought. It is a volume that ought to be in every Normal School library, and might profitably be read by the great majority of the teachers of the country. Less technical than its title seems to indicate, it deals with the general conditions of a child's life both at home and at school, as well as with the care of sight, hearing, touch, etc.

The book is emphatically 'common sense.' The author shows an acquaintance with much literature on his subject, and uses his material for the benefit of the every-day teacher in the every-day school. Many of his "tests" for sense defects are, as he frankly acknowledges, crude. Much that he says is common-place; but for that very reason, sandwiched in with less apparent truths, is valuable and forcible. For instance, he calls attention to the spread of disease by means of the common-drinking cup and the common towel; facts that every teacher ought to know and frown upon, but which still exist in all their primitive nastiness. There is no attempt at scientific accuracy, but when science is thought to point the way she is followed. The chapter on *Growth and Adolescence* is, perhaps, the most valuable of the work.

The book is clearly written and is paragraphed in sub-heads in a way to catch the eye. At the end is a rather long bibliography, largely made up of American educational magazines, followed by a good index.

Die moderne physiologische Psychologie in Deutschland. Eine historisch-kritische Untersuchung, mit besonderer Berücksichtigung des Problems der Aufmerksamkeit. By W. HEINRICH. Zürich, E. Speidel, 1899. pp. vii, 249. Mk. 4.

The second edition of this brilliant but one-sided little book has been enlarged by a section dealing with Exner's *Entwurf*, a concluding chapter, and an appendix replying to criticisms by Külpe and Hillebrand; while the section on Wundt has been considerably modified. The revision shows all the dogmatism of the previous edition; there is the same arbitrariness in the selection and omission of books and authors, and the same incapacity to envisage a psychological system as a whole. But if the author is a gadfly, he is one that cannot be all too easily brushed aside. His objections and reproofs must be met, and met by hard thinking. For this reason the work is most welcome. It may, perhaps, be hoped that in yet another edition Dr. Heinrich will extend the range of his vision and consider French and American theories of attention.

Untersuchungen ueber das Gedächtniss für räumliche Distanzen des Gesichtssinnes. ZWETAN RADOSLAWOW-HADJI-DENKOW. *Philos. Studien* XV, 3. pp. 318-452.

This article is based on experiments carried on in the Leipzig Laboratory in 1896-7. It attempts to answer two questions, viz.: (1) What is the exact influence of time on visual memory for distances? and (2) what effect upon the memory proceeds from the character of the filling introduced into the interval of retention?

(1) After citing the work of E. H. Weber, W. Lewy and J. Čelikov on visual memory the author sets forth the relation which obtains